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Proper guidance, assistance and control of the student's educational activities are necessary but not schoolboy-treatment. The program of the advanced and technical educational institutions does not stress discipline as much as does that of secondary schools, ie, the technical faculties of many of the advanced institutions do not include dialectical and historical materialism in their teaching. Another requirement of the government is the improvement in the quality of political and moral education of students.

4. One of the practical measures for improving the quality of scientific and technical education is the organization and conduct of scientific work in advanced educational institutions. About 182 thousand students (about 13% of the student population in the advanced educational institutions) belong to approximately 8800 student scientific circles. The purpose of student scientific circles is to acquaint future specialists with basic theoretical principles, accustom them to independent scientific analysis and to train students by giving them practical experience. Another measure taken by the government was to strengthen the requirements for the passing of students in industrial practice in regard to the application of theoretical knowledge in practical work. In the advanced educational institutions of the merchant fleet the students enter the first course only after passing the navigational practical factors.
5. The government also gave much attention to expanding the system of higher educational institutions. During the eight post-World War II years (1945-1952) 126 new advanced educational institutions were opened in the USSR. At the present time there are more than 800 advanced educational institutions in the country with an enrollment of 1,434,000 students. The government has given much attention to the preparation of scientific-pedagogic cadres for the purpose of securing a high quality of scientific and technical training. It is necessary that the work for the selection and preparation of instructors begins in the undergraduate group, extends to the teacher-assistants and research personnel and finally to the assistant docent-professor staff. The growth of scientific-pedagogic cadres contributed to the introduction of a staff of lecture assistants to the advanced educational institutions in 1952. Thus the lecture assistants gained experience and were able to prepare themselves for pedagogic activities under better professors. In spite of the government measures it is necessary to note that all the advanced educational institutions, even at the present time, have not taken steps toward improving the quality of scientific and technical education. Some educational institutions do not even provide for a high quality of prepared specialists.
6. If an analysis of the quality of preparation of specialists with higher education, according to various profiles of advanced educational institutions, is to be made, the following situations will exist:
 - (a) Specialists receiving the best training come from the advanced technical educational institutions of the manufacturing system. These educational institutions produce 20% of all the specialists.
 - (b) Specialists receiving less training are discharged from the advanced technical institutions of the transport system which furnishes 5% of the specialists.
 - (c) Eight to 10% of the specialists are graduated from the advanced educational institutions of the construction and communication system.

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- (d) Public health and physical culture institutions furnish 20%.
- (e) Specialists are also trained at higher educational institutions in the field of agriculture, art, economics, teaching and trade. However, this representation cannot be considered complete unless the territorial distribution of advanced educational institutions is included.
7. If the quality of preparation of specialists according to territorial distribution of advanced higher educational institutions is to be considered, the following will be observed:
- (a) Specialists receiving the best training come from the advanced educational institutions of Moscow and Leningrad.
 - (b) After that follow the advanced educational institutions of Kharkov, Kiev, Odessa, Saratov and other large industrial centers and city areas in the European USSR.
 - (c) Specialists are also trained in higher educational institutions located in the large industrial centers of the Urals, Siberia, Central Asia and the Far East.
 - (d) Finally, advanced educational institutions located in the remaining cities of the USSR. The last group consists mainly of advanced agricultural and pedagogic educational institutions which on the whole are sufficient. I knew of a number of facts which characterized the insufficient training of specialists in provincial advanced educational institutions and the government did not try to hide these facts. It is entirely understandable. For the most part, the people admitted to these institutions had completed local provincial and agricultural schools and their level of preparation was inadequate. Besides that, the qualifications of the instructors in these institutions are not very high.
8. The government gives most attention to the training of specialists in the field of industry, transportation and construction. As for the training of specialists in the other advanced educational institutes, the government does not give them the same attention. It all depends upon the type of campaign being conducted by the government at the moment. Here is an example: In September 1953 in the USSR a campaign for increasing agricultural production was unfolded. Immediately in all central and local newspapers there appeared urgent requirements for improving the quality of training of agricultural specialists with advanced and intermediate education. Then there was a campaign for improving public health and the government turned its attention to improving the quality of preparation of specialists in the advanced medical educational institutions.

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